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Let's Talk EXTENSION NUTRITION

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4-H FOODS AND NUTRITION PROGRAM

Let's Adapt Our 4-H Program to the Youth of Today

Let's plan our 4-H foods and nutrition projects so they are built on the needs, interests, and abilities of boys and girls as they live today, as well as to help these young people prepare for the future.

If the 4-H projects do not meet their interests, members tend to drop out. Perhaps this is one of the reasons that 33 percent of 4-H girls have been in club work only 1 year, 23 percent 2 years, and 17 percent 3 years. The remaining 33 percent have been in 4 years or more. Fifty-five percent of the members are 9 to 12 years old.

Certainly nutrition is an important subject and, if properly taught, will add to the well-being of the 4-H member. How to teach foods and nutrition so that it will appeal to the 4-H'er depends on how successfully we can build the program to fit the member at his or her various stages of development.

In the rush, specialists sometimes prepare projects without sufficient time to consult with members, leaders, county staffs, and 4-H staffs about what people are doing today or what they are interested in learning.

Consider the 4-H Foods and Nutrition Program in Your State.

1. Does your 4-H food and nutrition program consider the age, interest, and ability of the girl or boy?

Some of the States divide their 4-H program into junior and senior projects, which is a step in the right direction, because the interests of youth at 10 and at 16 are different. Girls at 10 years of age are still developing by learning more simple skills. For example, they enjoy learning how to cook because it is a new experience, much as we enjoy learning new hobbies. As the girl gets older, she is not so much interested in skills but more interested in entertaining. She doesn't want to learn to bake cookies just to learn a skill. She wants to use the cookies in entertaining her friends or her family. In working out 4-H projects this change in interests needs to be recognized and emphasized.

2. Consider the food pattern of the families within your State.

Find out actual practices by observation, interviews, and properly prepared questionnaires, which determine the food patterns in the homes, the things the members are now doing at home in preparing and serving food, and the interests of members. It is easier to get family approval if the junior member prepares and serves food that the family already likes. New foods are best introduced to the older members to broaden their knowledge and experience with foods.

3. Consider the need for basing the units of a project on youth interests as they change with age.

When your projects progress from unit 1 to unit 5, do you build each unit around the interests of members of that age, as well as increase the difficulty of your subject matter? Are your senior projects based on the interests of adolescent girls, or do you assume that if the foods cooked are more difficult, require more skill, and the girls learn something new each year, they will be interested?

Because a yeast bread is more difficult to prepare than biscuits, it does not always follow that older girls are interested in knowing how to prepare bread. Projects which increase in difficulty only, may be a hangover from more formalized curricula instead of being based on our newer education concepts.

4. Recognize the importance of motivation.

Promote activities that arouse interest in the projects. For example, boys might be interested in cut-of-door cookery, older girls in entertaining. Do you promote activities that interest club members in the broad 4-H program? For example, foreign foods may help to interest members in 4-H'ers in other lands and the International Farm Youth Exchange program.

Keep in mind that the younger club members are more likely to prefer doing things alone, or with youngsters of the same sex, while older club members like to do things with the opposite sex.

5. Include boys as well as girls in the nutrition program.

Each year we have more boys taking food projects. It is important that boys, too, understand nutrition. More men are taking up cooking as a hobby. President Eisenhower himself likes to cook. Is your project written to appeal to boys as well as girls? Perhaps a unit in out-of-door cookery would help interest boys in foods.

6. Teach important things well.

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Avoid crowding too many things in the program. This is a common failing. We try to teach everything in one easy lesson about cooking vegetables or meal planning.

7. Develop your program to educate and not as the basis for a contest.

A contest should be the followup of a project well done. We know that a contest does help stimulate interest in 4-H. Yet the girl who bakes hundreds of pies to enter a contest, but does not change her food habits to improve the family meals, may not be the girl most deserving of recognition.

Do you use a type of recognition that improves standards and avoids overemphasis on contests? By showing their products on an achievement day or at a county fair, for example, a number of members may receive recognition, while in a contest that gives a simple prize, only one member is recognized. Sometimes the requirements we set up are difficult for members to reach. So, generally, let us have 4-H programs, not 4-H contests.

8. Can you relate your foods and nutrition project to community service?

For example, consider--

1. A bake sale to raise funds for a worthy cause.
2. Foods prepared as gifts for folks who are ill, Christmas baskets, and so forth.
3. Chuckwagon food service on a tour, at a fair, in connection with another activity.
4. An appreciation dinner for leaders, donors, or parents.
5. Refreshments for a group carrying out a community cleanup or safety campaign.

Check the Contents of Your Food and Nutrition Project.

1. Do you include in each unit all the following?:

- Nutrition.
- Food preparation.
- Meal planning and service.
- Family cooperation and courtesies.
- Food selection and buying.
- Management.
- Care and use of equipment.

2. Is your project too technical?

Some of the 4-H projects are too technical and too difficult for the age group for which they are intended. Is the material itself still too technical? Do you, for example, try to teach material such as you learned in college about carbohydrates, minerals, and vitamins or do you emphasize food groups? Because a project is easy to read, it does not mean that technically it is not difficult.

3. Does your 4-H foods project start with breakfast?

We all recognize the importance of a good breakfast, and we know it is important for 4-H members to have a good breakfast. However, starting the 4-H project with breakfast is not necessarily the best way to get members to eat a good breakfast.

Starting junior members on a breakfast program often meets with opposition from mothers and leaders, as well as the girls.

Interviews with young girls showed they wanted to learn to bake--not to cook cereal. They were interested in making salads--not boiling eggs. The mothers did not want the young girls fussing in the kitchen when they were trying to get breakfast. The school buses left early, and the girls did not have time to prepare food in the mornings. Both local leaders and agents said the young girls were not interested in a breakfast project.

In one State where the beginning project started with breakfast and the enrollment was low, the specialist at the request of the agents wrote a pre-project geared to the interests of 10-year-olds, and the enrollment immediately picked up. If the projects are based on meals, it is usually better to start the project with lunch or supper.

4. Is your record book simple enough for the members to use?

Some record books are far too detailed to interest the younger members, so they are not kept successfully. Have a definite reason for asking for any type of information. Keep it simple, especially for junior members. Junior members are interested in learning skills. To ask them to keep cost records may discourage them from completing this project or taking on other projects.

5. Do the member and leader know what is required for a project?

Most leaders prefer that the requirements for a project be definite and understandable, but allow for initiative and originality. Junior projects may be more definite, while senior projects may allow for more imagination. Placing requirements on the first page of the bulletin where they are easily seen is preferable.

6. Do the requirements give some leeway?

For example, you can say, "Make muffins four times from the recipe on page 12," or you can say, for some leeway, "Make a hot bread your family will enjoy for supper four times."

If you select muffins, then you should be very sure it fits into the eating pattern of the families in your State. As the projects move from junior to senior, the leeway margin and choice should widen.

7. What part does judging play in your project? Are you using modern ways of judging, or do you still base your score card on 100 points? Do you use judging as a method of teaching?

If a score card is used, it is best to base it on some other type of scoring than 100 percent. Check sheets are often more satisfactory than score cards. A check sheet is easy to use if the judge can check the flavor as Good, Acceptable, Poor, or perhaps Excellent. Very few of us can judge whether color should be given 15 or 30 points and even if we could, this would not inform the member why the product received 15 rather than 30 points.

The question of weighing the score cards accurately is also very difficult. Should flavor have 30 points or 20 points? If you are stressing certain points you may want the judges to put more emphasis on these than on other points and, if so, it is well to discuss this with the judges ahead of time.

It is well to include a brief description of the desirable characteristics of a good product so that the 4-H member will have something by which to gage or evaluate her product.

Be sure the points you give are practical and have a meaning for the 4-H'er. For example, what does texture mean to a 10-year-old? Can you describe the texture in simple, understandable words so that she will know what you mean by the texture of the cookies? Are the standards you are setting so far from the ones the 10-year-old can achieve that she doesn't know what you are talking about?

Many persons cannot tell the difference between good and poor flavor, and ideas on what is good or poor vary widely with individuals and food preferences in various sections of the country.

It is well to remember that all judging calls for judgment. No scoring system will make up for a lack of judgment.

This is an example of a weighted check sheet:

FAIR EXHIBITS
CANNED AND OTHER PRESERVED PRODUCTS

	Excel-	Good	Fair	Poor	
	(4)	(3)	(2)	(1)	
PACKAGE--	:	:	:	:	:
Practical	:	:	:	:	:
PRODUCT--	:	:	:	:	:
Size of pieces uniform	:	:	:	:	:
COLOR--Natural, bright, uniform	:	:	:	:	:
TEXTURE--Tender, plump firm	:	:	:	:	:
No Defects or foreign matter	:	:	:	:	:
FLAVOR--Natural, not too sweet, too salty, or off-flavor	:	:	:	:	:
LIQUID--Proper amount, natural flavor of product	:	:	:	:	:

Can Your 4-H Bulletins Be Improved?

1. Is your bulletin well organized?

Have you an index, and is it easy to follow? Is it well arranged? Are the requirements in the front where the member can find them?

2. Is the readability good?

The bulletins are much easier to read than they were a few years ago, but putting technical material into simple language is not easy.

3. Is the printing in good, readable type?

Recipes should be printed in a type large enough for the reader to follow without picking up the bulletin. Ingredients are usually listed in heavier type than the directions. The reading matter can be of smaller type than the recipe material.

4. Do you have good illustrations?

An illustration should tell a story, explain a step or process, or heighten interest. Photographs should be clear, tell a definite

story, and not have a confused background. The clothes worn in a photograph often date a bulletin. But photographs showing hands working, for example, give clearer detail and eliminate the chance of dating a picture. A good line drawing is much better than a poor picture.

5. Do your bulletins have a good layout?

The way illustrations are arranged, the amount of white space you have, and how your publication is "put together," all affect the usefulness and attractiveness of your bulletin.

6. What is the best size for a 4-H bulletin?

Many 4-H members like to put their bulletins in the regulation 4-H folders and record books. This calls for a bulletin 8 by 11 inches. Many State bulletins are appearing in this size.

7. Do your bulletins use color?

Color makes a bulletin more attractive. Sometimes colored ink or colored paper can add to your bulletin, with very little additional expense. Color on the cover, even though it isn't used inside, makes the publication look more interesting.

Are the Recipes and Menus Well Selected?

1. Do they fit into the food pattern of your State?

If muffins are served in most of the homes in your State, then the young 4-H'er will want to know how to make them; but if biscuits or cornbread are commonly served, perhaps these breads should be included in your first year 4-H project.

2. Can the food be served in connection with family meals?

It is important that a girl learn how to make foods that fit into the family's eating pattern. If she can serve foods in connection with the family meals, she is more likely to get the support of her mother in her 4-H projects. Particularly if the younger member can prepare one dish which fits into a meal, rather than try to get the entire meal by herself, the 4-H project may meet with greater family approval.

3. Will the girl enjoy the food she is cooking?

Your projects will be much more popular if the foods are fun to make rather than merely "good for you."

4. Are the recipes written in steps?

It is much easier to follow recipe steps than a solid paragraph of printed material. This is true of recipes written for women as well as girls. The extra space is justified, even at the expense of using fewer recipes in the bulletin.

5. Is the recipe up to date?

It isn't necessary to use yeast that takes overnight to rise when we make rolls. We now have quick acting yeast and newer methods of making rolls. We have found shorter ways of making cakes. Look at the recipes and see if there is a simpler way to do them and if you can make any short cuts.

6. Is the recipe fairly foolproof?

It's really amazing how directions that seem perfectly clear to you are hazy to someone else. Also some recipes are so exacting that two more stirs or one minute's extra cooking will ruin them. These are not for the junior 4-H'er!

7. Is the order of your recipe correct?

Ingredients should be listed in the order they are used in the recipe.

8. Is the recipe suitable for the age of the girls who are to make it?

Complex cakes, pies, and yeast breads are difficult for the younger members. On the other hand, older girls sometimes regard certain recipes as too childish for them.

Incidentally, don't ask girls to beat mixtures that are beyond their physical abilities.

Does Your Program Include Help for the Leaders?

Leaders say they need more help. Do you have a food and nutrition leader's guide or do you prepare guides that really help the leaders to help the 4-H'ers?

You can help your local leader to do a better job if you

1. Develop a broader point of view about the foods and nutrition project and how it relates to the interests and needs of boys and girls.

2. Understand the principles that will help them to explain the reasons for following recommended practices for food preparation, nutrition, marketing, selection, and preservation.

3. Give practical guidance in ways they can carry on 4-H foods and nutrition projects but try to develop individual initiative and ability.
4. Review previous training given leaders, and evaluate some segment to see if they received the help they needed.
5. Arrange to give new leaders extra help and encouragement; also all leaders, because all need well planned in-service training at frequent intervals.
6. Have representatives of leaders' groups sit in on planning sessions for training, so programs will better meet their needs and interests.

What Do You Know About Teen-Age Eating?

1. Your Teen-Ager--How Well Fed Is He or She?

"What's there to eat, Mom--I'm starved," is the cry of most teen-agers--always hungry--and apparently always eating! Why, then, do studies in every part of the country show that these youngsters are the poorest fed members of the family?

1. Boys eat somewhat better than girls, but even they don't get enough milk, vegetables, and fruits.
2. Girls often do not drink enough milk.
3. Most teen-age girls are determined not to be fat.
4. Both boys and girls have so many interests that they consider food important as a means of sociability--snacks to enjoy together.
5. Studies at Iowa State College show that girls who have poor diets do not develop strong bones, have a harder time when they marry and become pregnant, and are less apt to produce strong, healthy children.

2. What Do Teen-Agers Want?

Studies of groups show they want to:

1. Be independent--of parents, leaders, adults.
2. Be like the crowd.
3. Get recognition and approval of their group.
4. Be like movie stars or great athletes.
5. Be with members of the opposite sex.

3. What Should Teen-Agers Know That Will Enable Them To Eat Better?

1. That a clear skin and sparkling eyes come from good food habits (few sweets).
2. That a good diet gives more pep, energy, and vitality.
3. That a good diet helps to make or keep a good figure.

4. What Can Parents and Leaders Do To Help Teen-Agers To Eat Better?

1. Check to find out what their club members are eating. Be sure to include snacks.
2. Help members understand how important food is to the well-being of good athletes.
3. Help them select nutritious snacks, and guide them away from carbonated soft drinks, candy, cake, cookies, pies, and doughnuts as snacks or club refreshments (but let them think it's their idea!).

SUGGESTIONS FOR ADAPTING 4-H FOODS AND NUTRITION
PROJECTS TO MEET DEVELOPMENTAL PHASES OF YOUTH

Developmental phase	Adaptation to project	Example
1. Establish appropriate dependence-independence patterns with adults.	Allow members to do independent work. Club member discusses project plans and activities with mother to fit them into meal scheme.	Member should prepare some definite food for meal, rather than just "Help mother."
2. Learn more physical skills.	Encourage member to use hands; for example--to measure, beat mixtures, handle hot food, serve food.	Project could include preparation of simple dishes, baking cookies, quick breads, serving a snack and simple lunches. It could also include preparation of fruits and vegetables for freezer.
3. Learn to exchange ideas and to influence an audience	Encourage members to give simple demonstrations at club meetings.	Project could include demonstration--(1) how to use equipment; example--how to sift and measure flour. (2) How to prepare a food; example--how to make custard.
4. Learn to be a part of the age group of the same sex.	Most activities will be individual ones. Introduce some group activities with members of same sex.	Project might include, for example club member to make cookies by himself and then serve to a few friends.
5. Stage at which some older person is idealized. May be parent, leader, movie star, athletes.	Introduce through camp activities.	Have local football star help at 4-H Club Camp.
6. Develop an inquiring mind.	Help boys and girls learn the "why's" in addition to the "how's." Help find explanations.	Why biscuits rise Why sift flour Why we need milk
7. Interests are varied instead of concentrated.	Introduce many different activities and experiences of relatively short duration.	1. Tours or field trips interspersed with other activities for variety; visit to bakery might introduce the baking activity. 2. Several short demonstrations instead of one longer one. 3. Members instead of leader handling activity.

Developmental phases as given in Fostering Mental Health in Our Schools adapted to 4-H foods and nutrition projects by Inez Eckblad and Evelyn L. Blanchard.

Developmental Phase	Adaptation to Project	Example
1. Establish independence from adults.	Work independently in preparing, serving, and cleaning up after cooking.	1. Project planned around family meals which members can prepare alone. 2. Food preservation activities selected so members work independently. Example: Can fruit, use a water-bath canner.
2. Learn more advanced motor skills	Encourage use of equipment such as electric mixer, boiling water-bath canner. More difficult processes in preparing, preserving, and serving food can be undertaken.	Project could include such items as yeast rolls--manipulating; dough cakes--using mixer; canning fruits--using canner.
3. Learn to express ones self more clearly.	Promote demonstrations and judging at community meetings and achievement days.	Project could include demonstrations on subjects studied with more explanations of <u>why</u> the method is used. Judging could include emphasis on reasons.
4. Strive for approval of opposite sex, but also strong group ties of same sex.	Arrange group activities of own age and sex, and occasional activities with groups of other sex.	Project activities might include, for example; members preparing a snack and having friends in to watch television.
5. Becoming aware of appearance.	Glamorize nutrition on the basis of appearance, strength and vitality in boys, and personality in girls.	Good breakfast program. Good nutrition for good skin and hair. Good nutrition as related to athletes.
6. Develop an inquiring mind.	Help them develop more accuracy in comparisons and values.	1. Judging why one product is better than another. 2. Why different ingredients are used. 3. Why more citrus fruit is valuable in diet.

Developmental Phase	Adaptation to Project	Example
1. Establish independence as an adult.	Urge independent activity in selecting, preparing, serving meals; add responsibility as junior leader.	Whole project planned around meals. Special meals included; for example: meals from freezer, meals for special occasions, quick meals.
2. Learn social skills (and acquire managerial ability)	Encourage member to take responsibility for more planning and preparation of meals for family and friends. Let members assume adult responsibility in club.	Project could include: table appointments, courtesies, hostessing, planning special parties.
3. Achieve level of reasoning of which capable.	Encourage member to develop originality and initiative in entire project.	Project activities could include planning and preparing the family's frozen food, taking over junior leadership, and demonstrating to members.
4. Explore possibility for future mate.	Encourage group activities boys and girls can share.	Project activities might include group planning and preparing an out-of-door meal for both boys and girls.
Prepare for marriage	Learn more social and homemaking activities.	Plan wedding breakfast. Select equipment for cooking and table appointments for serving.
Prepare for responsible citizenship.	Encourage group activities in church and community affairs.	Assist with community picnics. Exchange food experiences with IFYE's. Prepare foreign foods. Serve on club camp foods committee.
5. Be aware of appearance and personality.	Help members get factual information on effect of food on appearance, skin condition, hair, weight.	Discussion groups: Girls--eating for good looks. Boys--training table food. What things contribute to a pleasing personality.
6. Develop interest in a broader horizon.	Help members get a broader concept of different eating patterns, foods from different parts of the world, and eating in different places. Help members get broader concepts about how food is produced and distributed in our world.	Learn to eat and prepare different kinds of foods, including vegetables, foreign foods, and foods of different regions in this country.

How Can You Find Out More About the Boys and Girls You Work With?

Research studies give you information as to what boys and girls eat in different sections but do not always tell you what they want to learn.

To find out, you can observe the foods they serve at club meetings and the menus they submit as part of projects. You can interview club members, leaders, and parents about what the boys and girls eat--what they like to prepare. You can read books about the development of boys and girls, and you can use questionnaires such as are included here to find what are the food habits and practices in your State.

The questionnaires in this section were worked out to help build a program in Ohio. The foods were based on those the nutrition specialists, 4-H Club leaders, and a group of home demonstration agents thought the boys and girls would eat or would like to know how to prepare.

Both a members' and a leaders' questionnaire were prepared. Answers may or may not agree, depending primarily on how well the leaders are able to observe and report.

The members' questionnaire was made to be given out at club meetings, and not designed as a mail questionnaire. It should be filled out under supervision.

The questionnaire for the leaders is similar to that used with members. However, the leaders were asked (1) what they did and (2) what they thought the members would be interested in.

Suggestions for Use of 4-H Food and Nutrition Questionnaire for Leaders and Members:

The questionnaires for members should be given by an agent or leader--not sent out by mail. The agent or leader should read the instruction page to the members. The questionnaire should be filled out by the individual under supervision. The members should not confer with each other.

The object of this member's questionnaire is (1) to find the food patterns in the homes, (2) to find what the girls are now doing in food preparation, and (3) to find what their interests are.

In order to keep the list from being too long we have tried to include at least one specific food of each type; for example, instead of cheese dishes we are asking about sandwiches and macaroni and cheese. More specific information will be obtained from the records. After the projects have been taken for a year, we can check back and see what the members have selected.

You may find it necessary to interpret what some of the foods are; for example, gelatin salad was one they asked me about.

The interest the member shows may be beyond her ability. She may want to learn to make an angel-cake when she is 10 years old. This is all right. Let her check what she wants to check.

Seniors now in the projects may not be typical of all senior girls, so you will not want to have only the girls in foods projects fill out the questionnaire. Be sure to include boys as well as girls.

If 10- to 12-year-olds are in the group who are to fill out the questionnaire, it should be double spaced between the individual foods listed as set up in this workbook. When the child is filling out the table a sheet of paper may be used for guidelines.

Younger members should fill out this questionnaire in small groups of no more than 12, each group having adequate help from an agent or leader. It is essential that each child understand the question asked, the words used, and how to fill out the form.

For 4-H Club Members To Fill Out

Which of the following food projects would you most like to take? Select three, and put a check in front of those three.

- a. Out-of-door cookery.
- b. Meals from the freezer.
- c. Buffet meals.
- d. A picnic project.
- e. Snacks to be served after the game, dance, or other gathering.
- f. Foods for special events such as weddings and graduations.
- g. Quick meals.
- h. Foods for informal parties.
- i. Foods from other countries.

INSTRUCTIONS FOR ANSWERING QUESTIONNAIRE

To answer this questionnaire, start with the first food down the left-hand side (fruit salad). Then read the first question, which is above the first three columns of the table. If fruit salad is served often in your home, check under the word "Often." If it is not served often, but sometimes, put a check mark in the column under "Not very often." If it is not served in your home at all, put a check mark under "No."

Then move along to the next question, about whether you have ever fixed that kind of food. If you have done so yourself, or with someone else's help, put a check mark in the column under the "Yes."

Then answer the last question about whether or not you would like to learn to prepare it. If you would like to learn how, put a check mark in the column under the "Yes."

After you have finished the first food listed, do the same for the next one. Continue on through the list of foods.

FOR 4-H CLUB MEMBERS

Club you belong to _____ Name _____

County _____ State _____ Date _____ Age _____

Girl _____ Boy _____ List foods projects you have taken or are now taking.

Are the following: Check the foods :Check the foods you
' foods served in as you have prepared:would like to learn
your home? :or helped prepare:how to make.

	:Often:	:Not very often:	:No :	Yes	:	Yes
Salads:	:	:	:	:	:	
Fruit.....	:	:	:	:	:	
Fish or meat.....	:	:	:	:	:	
Gelatin.....	:	:	:	:	:	
Potato.....	:	:	:	:	:	
Tossed green.....	:	:	:	:	:	
Slaw.....	:	:	:	:	:	
Cottage cheese.....	:	:	:	:	:	

:Are the following foods you have prepared: would like to learn
:foods served in your home or helped prepare: how to make.
:Often: Not very often : No Yes Yes

Breads:				
Muffins.....	:	:	:	:
Biscuits.....	:	:	:	:
Cornbread.....	:	:	:	:
Yeast rolls.....	:	:	:	:
Hotcakes.....	:	:	:	:
Waffles.....	:	:	:	:
Coffeecake.....	:	:	:	:
Doughnuts.....	:	:	:	:

Vegetables:

Vegetables:				
Frozen.....	:	:	:	:
Canned.....	:	:	:	:
Fresh.....	:	:	:	:
Greens.....	:	:	:	:
Carrots.....	:	:	:	:
Corn.....	:	:	:	:
Snap beans.....	:	:	:	:
Potatoes.....	:	:	:	:
Green lima beans.....	:	:	:	:
Green peas.....	:	:	:	:
Cabbage.....	:	:	:	:
Broccoli.....	:	:	:	:
Cauliflower.....	:	:	:	:
Tomatoes.....	:	:	:	:
Mixed vegetable soup.	:	:	:	:

Desserts:

Desserts:				
Cookies.....	:	:	:	:
Cakes.....	:	:	:	:
Pies.....	:	:	:	:
Puddings.....	:	:	:	:
Frozen dessert.....	:	:	:	:
Fruit shortcake.....	:	:	:	:
Custard.....	:	:	:	:
Fruit - Canned.....	:	:	:	:
Frozen.....	:	:	:	:
Fresh.....	:	:	:	:

Beverages:

Beverages:				
Milk drinks.....	:	:	:	:
Fruit drinks.....	:	:	:	:
Cocoa or chocolate....	:	:	:	:

:Are the following :Check the foods :Check the foods you
 :foods served in :you have prepared:would like to learn
 :your home :or helped prepare:how to make.

:Often:Not very:No : Yes : Yes

: often :

Main dishes:

Macaroni and cheese...	:	:	:	:
Broiled steak.....	:	:	:	:
Fried chicken.....	:	:	:	:
Sandwiches - Cheese..	:	:	:	:
Hotdogs.	:	:	:	:
Hamburgers	:	:	:	:
Creamed soups.....	:	:	:	:
Spaghetti or noodle dish	:	:	:	:
Stews.....	:	:	:	:
Meat loaf.....	:	:	:	:
Chili.....	:	:	:	:
Baked fish.....	:	:	:	:
Stuffed pork chops...	:	:	:	:
Baked beans or peas..	:	:	:	:
Add any other you care to :	:	:	:	:

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